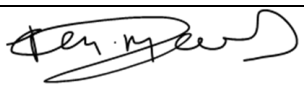
BEHAVIOUR POLICY (including anti-bullying and hate)

Coney Hill Community Primary School

Governor Committee Responsible:	Full Governing Body	**Staff Lead(s):**	Danielle Brayshaw/Marie Welch
Status ***(Statutory / Advisory)***	Statutory	**Review Cycle**	Annual
Last Review	September 2026	**Next Review Date**	September 2027
Headteacher	Dani Brayshaw head@coneyhill.gloucs.sch.uk		
Chair of Governors	Ceri Davies chair@coneyhill.gloucs.sch.uk		

Introduction

Coney Hill Community Primary School recognises the importance of developing a behaviour policy that will provide support and guidelines for staff, pupils, parents and governors. We believe that good behaviour needs to be nurtured and poor behaviour needs to be discouraged. The purpose of this policy is to promote good behaviour using positive strategies, although we recognise the need for appropriate sanctions for persistent infringement of school rules.

All interested stakeholders are reminded that this policy sets our sanctions and systems for dealing with positive behaviour.

Aims of this policy:

To establish and maintain a happy and secure learning environment in which children interact and participate with enthusiasm, thus enabling full access to the curriculum, ensuring all children feel valued.

- To encourage mutual respect for both peers and adults.
- To build a relationship of trust between staff and children.
- To give clear and consistent guidance for the promoting of good behaviour.
- To ensure all members of our community understand how we will deal with unacceptable behaviour.
- To build a shared responsibility between parents, children, staff and governors for dealing with negative behaviour.
- To ensure all children can enjoy and achieve at school.
- To enable all children to feel safe and secure.
- For all children to understand that they need to make the right choices and if they don't then fair consequences will be applied.
- To encourage the involvement of both home and school in the implementation of this policy.

The staff and governors of Coney Hill Community Primary School firmly believe that in order to behave well, children need encouragement, excitement, engagement and positive examples. Our vision is to create a calm environment, where there are clear and consistent expectations in place.

<u>Our Key values in school 'PREACH'</u>

- P – Purpose and Pride
- R – Respect



- E – Enjoyment
- A – Achieve and Aspire
- C – Community
- H – Health and well-being

Our school motto is **#ProudtobeaHiller** and **'Be the Best you can be!'** which is regularly referred to and celebrated to create a sense of PRIDE, not just for individuals but for the whole school community: children, parents and staff.

The school values are shared and revisited regularly with the children in assembly and in class. Values are also shared with children as part of our SMC programme in assemblies linked to British Values under titles of: rule of law, tolerance, mutual respect, justice, liberty and democracy.

The Coney consistencies of 'Golden Learning' behaviours & expectations:

These are not rules as such, but agreed expectations. It is the responsibility of ALL and ANY staff member to ensure the children adhere to these expectations at all times. Expectations are displayed in classrooms.



Our 'Golden Learning' behaviours are:

- **Be kind**
- **Do your best**
- **Be respectful**
- **Be ready to learn**
- **Listen carefully and follow instructions**

These are displayed in classrooms on the Golden Star and are referred to throughout lessons when children are observed showing positive learning behaviours.

Our behaviour Traffic Light system

A visual traffic light system is displayed in each classroom and used consistently across the whole school.

Platinum Star– Our 'Platinum' behaviours. This is for children who demonstrate excellent behavior and go 'above and beyond'. Names can be moved up throughout the day. Children who move to the platinum star will receive a 'Pride point' and a special Platinum sticker.

Star – 'Golden Learning' behaviours. **All children** will begin every day on the star as these are the 'expected' behaviours of the children.

When an expectation is broken the child is first given a verbal warning.

If the child continues to break an expectation (the same or another one) their name is moved to **GREEN** and their name is recorded immediately onto the class behaviour sheet by a member of staff. The child is reminded that this is their time to 'Stop'

(The child has opportunity to move their name back to the golden star at any time in the day if they then demonstrate good behaviour)

If the child still continues to break a rule – their name is moved to **BLUE** and the child is reminded to 'Think' of the choices they are making. They may be offered an alternative space in the classroom to do this.

If the child however, still continues to break expectations – their name is moved to **YELLOW** and they are sent for 'time out'. This may mean moving to another area of the classroom, outside the classroom or having time out in another classroom.

In more serious cases, for example hurting other children or answering back or disrespectful to any adult in school, children will be sent to **RED** automatically and will attend R&R (Reflect and Restore) at lunchtime. R&R is taken by SMT and takes place in the Hub. It is an opportunity for the child to discuss the incident with the staff member and discuss how they are going to 'restore' what happened. The time spent in R&R is determined by the staff member but a child can earn time back by displaying positive behavior after the incident.

If a child receives a **RED** behavior – parents / carers will be notified either by phone call, email or face to face at the end of the day.
Reds are recorded on CPOMS by the adult that has dealt with the incident. The Family Action Team closely monitor the Red incidents and if it is noted that a child has 6 'Red' incidents in a half term – parents will be contacted and a meeting to discuss behaviour will be requested.

If a child moves their name on the Traffic Light system 3 times or more in a week (Monday – Friday) for low level behaviour, parents will be sent an email outlining the behaviour displayed.

Any member of staff can give verbal warnings and ask a child to move their name if they witness rules and expectations being broken.

Class behaviour sheets will be collected and monitored weekly by the Family Action Team. The Family Action team manager closely monitors the behaviour charts completed weekly by the class teacher. At the end of each term, any child who has NEVER moved their name at all throughout that term will be commended in assembly and awarded with a certificate and prize.

The 'Behaviour Cup' (Year 3 – Year 6) and 'Behaviour Bear' (Reception to Year 2) will be awarded weekly to the class with the highest percentage of children staying on the Star.

Children that have not 'moved their' name ALL year and have remained on the star – receive a special star pin badge awarded in July at the end of the year.

Our Whole School Marble Reward System

- Rewards in school are based on a system of earning marbles and ensuring a whole consistent approach.
- Marbles are awarded for a range of good behaviours to the class, including keeping the school rules, excellent work, effort, behaviour and attitude.
- Once earned the marbles are collated and contribute to whole school rewards.
- At the beginning of the week all classes have zero marbles and classes are encouraged to earn them by displaying Golden Learning Behaviours and our school values. Marbles can be given and taken away.
- Each class has a display board dedicated to class marbles and supported by class agreed rules that the pupils need to adhere to.
- Friday celebration assembly focuses on number of marbles, star classes are praised for gaining the most marbles for the week and classes discuss targets to gain maximum marbles for the following week.
- Rewards for reaching milestones on the marble jar include extra playtime and whole school rewards from the Headteacher.

Individual Rewards – Pride points

- Children may earn 'Pride points' by displaying our PREACH school values and can be awarded at the discretion of the adults in school.
- They will receive a certificate in Friday celebration assembly for achieving 20, 40, 60, 80, 100 pride points. These will also be converted into House points for the child's house e.g. 20 Pride points = 2 House points, 40 Pride points = 4 House points.
- Children to earn 100 Pride points will receive a gold T-shirt. A Headteacher award and

prize will be given for reaching 150 Pride points.

- Teachers will have their own system in the classroom for recording the amount of points earned, it is important to monitor this system to ensure children are not adding points without earning them.
- The individual reward is important as they build a child's sense of pride.

Star of the Week / Term

- Weekly, class teachers select and award a child as 'Star of the Week'. This is announced in Celebration assembly.
- 3 times a year, at the end of term, class teachers select a 'Star of the Term'.

Star Play

- Every Friday – children who have not moved their name from the Golden Star all week will be rewarded with 'Star Play'. This is an additional 10 minutes play on the playground from 12.20pm until lunchtime. This is supervised by the Hub team.

Celebration Assembly

- Celebration assembly takes place on a Friday. During this assembly a child in each class nominates a Star of the Week for a variety of reasons from good homework to attitude etc.
- The teachers all sit at the front and talk about the child. They receive a certificate. Photographs of Stars of Week are displayed in the classrooms and is also celebrated on school social media.
- Other awards such as Pride Points, marbles, homework raffle, reading certificates and special mentions etc are also given at this time, as well as celebrating sporting activities etc.

Staff Freedom with rewards.

- The school accepts that each of its teachers are individuals as well as professionals and may at times need to use their own system within their class, such as sparkle notes, stickers, raffle tickets, WOW books, table points. Whilst this is acceptable, it should not be at the expense of our whole school consistent systems. The ideal is that class systems feed into school systems. Indeed we must ensure fairness across the school.
- On occasion for example when a child is put on a learning mentor reward chart there may be a need to devise an individual reward system for that child.

EYFS

Our EYFS setting believe that young children flourish best when their Personal, Social and Emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn consider the views, feeling, rights and needs of others and the impact their behaviour has on people, places and objects. The practitioners in the EYFS setting support, encourage and teach the correct behaviour expectations and set an example in their own behaviour. Positive relationships are built and key learning behaviours encouraged and recognized as well as supporting children to recognise them in their own behaviour and that of others. Their Personal, Social and Emotional development is planned for through circle session, Five to Thrive strategy, Jigsaw and a calm learning environment. A quiet space is also offered for children who need time to regulate their behaviour and children are taught strategies to learn to do this.

EYFS Behaviour System

Children's names are on bees and they are on a large flower display

- Each petal promotes a key learning behaviour
    - We listen and follow instructions
    - We are kind
    - We share and take turns
    - We help to look after the equipment

- We manage our big emotions
- We are ready to learn and try our best

- Adults notice children showing different learning behaviours and move the children to the different petals, ensuring they explain why they are moving them
- If children move around lots of the petals in a day or do something extra ordinary they fly into the beehive and receive a pride point
- Adults encourage children to notice when they are showing different learning behaviours and when their peers are too.
- They can ask to move their name as long as they can explain why



Children who display hurtful behaviour are encouraged to regulate and then restore. In reception children can move their name to the Green, Yellow and Blue sections of the behaviour chart if their negative behaviour persists. This is recorded on a weekly behaviour chart. Parents are informed if this happens.

All children are encouraged to stay on the flower. If they do this for the whole term they receive a Good Behaviour certificate (in line with the rest of the school). They can also go for Star Time.

In the summer term in Reception the behaviour chart changes in line with the rest of the school so that this can prepare them for transition into Year One.

My Plans/Individual Risk Assessment

Some individual children will have My Plans, and an individual risk assessment for high level behaviours and offsite visits. These will be a coordinated approach, jointly written by parents and the child, the adults in the classroom, learning mentors, a Member of the Senior Leadership Team and external agencies where necessary

Sanctions for repeated high risk behaviour

Actions	Consequences

• Leaving the school boundaries. • Running away on an offsite visit. • Physical violence towards another child or adult. • Use, or threat of use of an offensive weapon or prohibited item. • Deliberately damaging school equipment or property. • Persistent disruptive and dangerous behaviour.	Visiting head teacher or assistant head Contacting parent/s Exclusion: lunchtime exclusion, internal exclusion, suspension, (1 – 30 days) or in extreme cases only, permanent exclusion.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a child. In each case the Headteacher will follow the school's exclusion policy and the **Local Authority Exclusions Guidance and Protocols**. Both these actions are only taken after the Chair of Governors has been notified.

Reviewing

This policy will be reviewed by all stakeholders including the children. In order to provide children with opportunities to discuss appropriate behaviour and share their view, class teachers will include:

- A School Council of pupil and staff representatives which meets once a term
- Follow aspects of the PSHE in order to address any relevant issues.
- A programme of Religious Education, which includes ethical and moral issues;
- Weekly assemblies when a variety of issues are aired.
- Additional sessions provided by the Hub team to focus on issues that arise.

This policy will be renewed each year. In order to ensure involvement of all members of the school community, the senior management team will include:

- Regular meetings of teaching and non-teaching staff to review behaviour issues;
- Strategies relative to behaviour management for teachers, teaching assistants, midday supervisors and administrative staff;
- Frank and open debate about behaviour at governors' meetings.

Anti-Bullying and Hate Policy

Bullying is not acceptable and we must remember it is often very difficult for those being bullied to defend themselves.

As a school we teach our learners to respect one another and to develop positive relationships with one another. Through PSHCE Jigsaw lessons, whole school assemblies and Nurture sessions, we teach learners to understand friendships, show respect and tolerance to each other and how to interact with those we find it challenging to get along with. We have an annual Anti Bullying Week in order to explore the issues surrounding bullying.

Our policy covers **all types** of bullying including hate incidents. (Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. In Gloucestershire this also includes: age; gender (sex); and alternative subcultures, eg homeless.)

Our school endeavours to provide an environment where any form of bullying does not occur.

There are three main types of bullying:

- Physical - hitting, kicking, taking belongings.
- Verbal - name calling, insulting remarks (including cyber and on social media)
- Indirect - spreading nasty stories about someone regularly excluding someone from social groups.

A hate incident is defined as: “Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice.” (College of Policing 2014)

We take prejudice-based incidents seriously, ensuring that all incidents are accurately recorded, monitored and reported, in order to prevent prejudice-based bullying and inform targeted anti-bullying work.

It is recognised that Hate Incidents/Crimes can be more impactive on the victim because they have been attacked on account of ’who they are’, an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite

never having been directly targeted themselves.

Any incident of bullying or hate crime:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice and their parents/carers contacted.
- Children exhibiting bullying behaviour will be dealt with by a senior leader and/or the Headteacher.
- Children exhibiting bullying behaviour will have time to discuss their behaviour and will be encouraged to see the victim's point of view.
- The names of children displaying bullying behaviour will be recorded by the Headteacher or a member of the senior leadership team on CPOMS and where required the incident will be reported to the correct authority.
- Children displaying bullying behaviour will go through the sanction system at the appropriate rate.
- Parents/carers of the children displaying bullying behaviour will be informed and a meeting arranged.
- Repeated behaviour of this nature could lead to a suspension or permanent exclusion.

Signed---------- Subject Leader Date----------

Signed---------- Head teacher Date----------

Signed----------Governors Date----------

This policy is a working document for the use of all staff and is subject to staff and governor approval.

Appendix A- Behaviour Management for School Clubs including Breakfast Club and After school club 'The Coney Club'

Coney Hill after school clubs, Breakfast Club, The Coney Club and Holiday Clubs use effective behaviour management strategies to promote the welfare and enjoyment of children attending the Club. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies.

Whilst at school clubs and Holiday Clubs we expect children to:

- Use socially acceptable behaviour and language
- Comply with the Club rules during Holiday club, which are compiled by the children attending the club
- Respect one another, accepting differences of race, gender, ability, age and religion
- Develop their independence by maintaining self-discipline
- Choose and participate in a variety of activities
- Ask for help if needed
- Enjoy their time at the Club

Encouraging positive behaviour

At Coney Hill after school club and Holiday Club positive behaviour is encouraged by:

- Staff acting as positive role models
- Praising appropriate behaviour
- Informing parents about individual achievements
- Offering a variety of play opportunities to meet the needs and interests of children attending the Club.
- Having a daily "star" for excellent and positive behaviour.

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff at the Club will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

Dealing with inappropriate behaviour

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- In the first instance, the child will be given a verbal warning
- In the second instance, the temporarily removed from the activity.
- Staff will discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.

- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.

If after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the School Club may decide to suspend or terminated the child's participation in that club in communication with the headteacher or SMT/DSL. The reasons and processes involved will be clearly explained to the child and parent/carer.

If staff are not confident about their ability to contain a situation, they should contact the DSL or seek support from a member of SMT/DLSL, or in extreme cases, the police.

All behaviour incidents, including during Holiday clubs, will be recorded on CPOMS. This may be used to build a pattern of behaviour, which may indicate an underlying cause.